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into "départements"; this change had already taken place under the reign of Louis XVI. The *lapodrida* (p. 157) is most probably neither a Russian word nor a Russian dish, but rather a corruption of *olla-podrida* given even in the Petit Larousse with the definition: "Mets espagnol qui consiste en un mélange de viandes, de garnitures de légumes. . . ." A good many of the statements about schools and education in France must be taken with a grain of salt, since a fundamental confusion seems to exist between a French "university" and an American "college." An American high-school diploma falls far short of covering the amount and grade of work demanded for a French *baccalauréat*, and, e.g., the remark concerning the French students who take up professional study on entering a university, "vous voyez quelle différence; nous disons que c'est mieux d'avoir une éducation libérale avant de commencer les études professionnelles," falls of itself.

These slight slips do not detract from the general usefulness of the book, being certainly no greater than might occur in the actual accounts or real letters of almost any bona fide traveler. More serious objections must be made to the language, which seems to stand in need of careful and drastic revision. It will suffice to quote a few of the many questionable passages that can be found on almost every page: p. 33, "à chaque *opportunité*," for *occasion*; p. 35, "*le caractéristique*" for *la caractéristique*; p. 82, "*l'imprimerie* dans tous ces vieux livres," for *l'impression*; p. 108, "*corrompent les morales des jeunes Français*," for *les mœurs*; "*demeurent dans les dortoirs*," for *sont en pension*(?); p. 153, "j'ai même rencontré des gens qui *n'aient pas* compris le français," for *n'ont pas*, or, perhaps better, *ne comprenaient pas*.

These and similar flaws must be eliminated before careful teachers who feel that "idiomatic French" is attainable only at the price of constant care and vigilance will be able to safely place the book in the hands of their beginners.

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*Current Educational Activities.* A Report upon Education throughout the World. Being the 1911 volume of "The Annals of Educational Progress." By JOHN PALMER GARBER. (Lippincott's "Educational Series," edited by M. G. BRUMBAUGH.) Philadelphia: J. B. Lippincott Co., 1912. Pp. 387.

As the title shows, this is the second volume of an annual series, the first of which was published last year. The present volume follows the same general plan as the volume of last year. Inasmuch as this plan was outlined and discussed in a review of the first volume in the January number of the *School Review* of last year, it does not seem necessary to duplicate that review. This review will therefore deal briefly with distinctive features of this volume.

The general plan of the author is to give special detailed consideration to a leading educational topic each year. In the volume of 1910 "Vocational Education" and "Agricultural Education" were treated as the special topics

in Part I. In the present volume "Recreation" and "Defectives and Physical Education" are given first place and special consideration in Part I, occupying the first 72 pages of the book. In chap. i, on "Recreation," the author deals with the "Origin and Necessity of Play"; the "Relation of Play to the Body, to the Intellect, and to the Emotional Life"; "Work and Play"; "Playgrounds"; "The Interest of the State in Play"; and "Legitimate Amusements." The author then passes to a consideration of "Athletics," treating of "The Evils of Specialization and Competition," "Football," and "Athletics as a Social and Moral Agency." Then follows a brief treatment of "Rest and Recreation." In chap. ii, on "Defectives and Physical Education," the author treats of the methods of training mental and moral defectives, and the value of play in that training.

The distinctive features of this volume as compared with the previous one are, first, the change in the title, second, the new topic for special treatment, and third, the bibliography which has been added. "Current Educational Activities" characterizes the contents of the volume much better than "Annals of Educational Progress." As was pointed out in last year's review, much of the educational activity herein noted may not be, or indicate, real progress. The new topic "Recreation" and its relation to education is undoubtedly worthy of the special treatment which is accorded it in the present volume, even though the problem of vocational education has by no means been solved; indeed its solution has not even been fairly clearly determined upon. The addition of a bibliography of 33 references to the special chapters on "Recreation" is a distinctly valuable addition to this volume.

The book is not technical; on the contrary, it is a popularly written account of interesting educational activities during the year 1911. As such it is well worth careful reading, for in no other publication with which I am familiar can one find such a comprehensive review of educational developments.

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*Mouth Hygiene.* By JOHN SAYCE MARSHALL. Philadelphia: J. B. Lippincott Co., 1912. Pp. 262.

That a book on mouth hygiene should be written "to meet the needs of school teachers, sanitarians, and the general public" indicates the increasing importance attached to all subjects related to health.

Dr. Marshall presents many facts and figures showing that from 75 to 95 per cent of school children suffer from dental and oral diseases; that neglect of these conditions in the mouth leads to many other and more serious diseases; and that dental and oral diseases are in a large measure preventable and curable.

The measures advocated to improve the present conditions are: the teaching of oral hygiene in the public schools; the daily inspection of the children's